



## Centre for Excellence in Multimedia Language Learning: Handbook of Good Practice

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# ***Handbook of Good Practice***



7th January 2010



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## ***Introduction***

This handbook provides language teachers with detailed plans which are designed to enable both them and their students to make the best use of the facilities available to them. These plans do not assume that every user will have access to all of the hardware and software applications referred to, nor are they aimed solely at users who have access to multimedia/digital labs equipped with commercially available classroom management systems. To this end, we have sought to specify within each plan the basic requirements necessary for their implementation, including possible alternative means of implementation where applicable.

Although a particular activity may aim to develop or assess more than one key language skill, we have categorised the plans according to whichever skill is the main focus of the activity. Each plan provides the user with: direction on the primary and additional skills which form the focus of the activity, a synopsis of the activity and its potential outcomes, a list of the specific hardware and software requirements, direction on the preparation of required materials, a description of the teacher and learner roles during the activity including any artefacts which may be produced, and finally ideas on how the activity may be extended or developed.

The plans presented here have been trialled and developed with students. Potential users may wish to consult the list of potential pitfalls and risk factors, which will forewarn and forearm them and hopefully allow them to anticipate and avoid potential problems:

## ***Annotating a TV advertisement***

**Author - Karin Duffner**

### **1. Background**

**Primary Skill:** Speaking

**Additional Skills:** Undertaking this activity will also encourage students to develop their listening, informational retrieval and analytical skills, as well as evaluating their syntactic and grammatical structures through the written synopsis. This activity also encourages students to develop specialised ICT skills such as video-editing.

**Synopsis:** Students work in small groups to annotate an advertisement from a foreign language TV station. Their task is to explain the underlying message of the advertisement. After an agreed period of time, one group swaps their work with another group. Each group discusses the effectiveness of the advertisement (storyline, use of imagery, characterisation, genre etc.) and compares it with the accuracy of the interpretation provided by the other group. This task can encourage students to engage with native content in the target language and give students an opportunity to discuss cultural issues in a focused activity. Discussion is imbued in both parts of the activity, in the first instance as students negotiate an agreed annotation to summarise the message of the advertisement and in the second instance as they compare the work of their peers in interpreting the advertisement. Basing an oral class around foreign language television may encourage students to engage more deeply with media in their own time and perhaps heighten their awareness of cultural issues. Recycling of the digital media and separating the audio and video tracks allows huge scope for variation and extension of activities.

### **2. Additional Technical Requirements**

<b>Hardware</b>	<b>Software</b>
Digital file storage space	Electronic dictionaries
Earphones	Video editing software
	Audio/video playback software

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### 3. Preparation of Materials

#### **Creation of audio/visual resources**

Source a video clip of a target language television advertisement (recommended duration: between 30 seconds and one minute). Digitise into format suitable for digital playback on PC (e.g. AVI or MPEG4 format).

#### **Creation of text-based resources**

Create help sheet for using the video-editing software.

### 4. Description of the Learning Activity

#### **Students' Role during the lesson**

Students will view the video clip of the advertisement in the target language using playback software. They will then discuss the advertisement effectiveness in groups and summarise main message in the target language. Once they have completed this, the group will add subtitles to the video clip, using video editing software to provide a summary of the main message of the clip. Once the video editing has been completed, a finalised copy will be saved to common storage space (such as a server that all students can access from their PC workstations): this will allow other groups to discuss the synopsis and to make suggestions for change/addition, either between groups or in front of the class.

#### **Tutor's Role during the lesson**

The tutor will provide guidance on the completion of the synopsis of the video clip. In order to help students use the video editing software, the tutor will demonstrate the software to the group and show how to create subtitles as well as providing a help sheet for future reference. Using classroom management software in a multimedia language lab, the tutor will also monitor the students' use of video editing software and collate group work, including listening to and prompting group discussions. In the same way, the tutor can monitor student progress with the activity, providing assistance with vocabulary and grammatical issues as well as assessing their listening skills, ability to extract correct information to answer the questions, and evaluate their literacy in the written answers provided.

#### **Product or learning artefact developed in this lesson**

Each group will produce a video clip annotated in the target language and access other clips collated by the tutor. In subsequent years/classes, tutor can re-use the master clips of a number of advertisements as well as the worked examples by the students.



## 5. Variation

Using the video editing software, the tutor could remove the audio track of the original video advertisement. In groups, students would view the video and compose a narrative for the advertisement in the target language and would annotate the clip accordingly using the “subtitling” function of the editing software. Students could create a gap-fill exercise based on a transcription of the advertisement, to be completed by other groups. Alternatively, the tutor could jumble up the sequencing of the advertisement using the video editing software and students would be required to establish the correct sequence of the advertisement dialogue.



## ***Subtitled translations***

**Author – Karin Duffner & David Barr**

### **1. Background**

**Primary Skill:** Writing

**Additional Skills:** Undertaking this activity will also encourage students to develop their listening, translation and comprehension skills, as well as evaluating their syntactic and grammatical structures. This activity also encourages students to develop specialised ICT skills such as video-editing

**Synopsis:** Working in pairs, students complete a subtitled translation of a 1-minute video clip in their native language, using video sub-titling software. The subtitled clips are then shown to other groups in the class for peer review or class discussion.

### **2. Additional Technical Requirements**

<b>Hardware</b>	<b>Software</b>
Digital file storage space	Electronic dictionaries
Earphones	Video-editing software
	Audio/video playback software

### **3. Preparation of Materials**

#### **Creation of audio/visual resources**

Source a video clip from a target language television programme (recommended duration: between 30 seconds and one minute) to edit using subtitling software. Digitise into format suitable for digital playback on PC (e.g. AVI or MPEG4 format).

#### **Creation of text-based resources**


Create help sheet for using the video-editing software, transcript of target language video clip and final translation of the clip for comparative and feedback purposes.

### **4. Description of the Learning Activity**

#### **Students' Role during the lesson**

Students will view the video clip in the target language using playback software. They will then create subtitled simultaneous translation of it, using video editing software such as *Pinnacle Studio* or *Windows Movie Maker* and produce a final playback copy in a





format suitable for digital playback on PC (e.g. AVI or MPEG4 format), to enable peer review and class discussion.

### **Tutor's Role during the lesson**

The tutor will provide guidance on the completion of the translation and may, as appropriate, give students a transcript of the video clip in the source language. In order to help students use the video editing software, the tutor will demonstrate the software to the group and show how to create subtitles as well as providing a help sheet for future reference. Using classroom management software in a multimedia language lab, the tutor will also monitor the students' use of video editing software. Likewise, the tutor will advise on lexical or grammatical issues as well as providing assistance with the translation. The tutor will also provide a final translation of the video clip at the end of the activity to enable students to compare their translations with the tutor version and facilitate a discussion of the differences in the translations.

### **Product or learning artefact developed in this lesson**

A bank of translated video clips that may be used in future classes for comparison, peer correction, reference or revision purposes.

## **5. Variation**

Instead of requiring students to translate from a target language video clip, they could translate an appropriate clip into the target language, depending on the level of the students. Alternatively, students could be asked to provide an audio dubbing of the video clip into the target language, instead of using text-based subtitles.

For additional variation, students could be asked to prepare a transcript of clip (if translating from a target language video) before translating. Depending of the level of the students, it may be appropriate to use longer video clips.

The completed video translations could be used as the basis for classroom discussion in the target language on the suitability of vocabulary and conveyance of meaning.

## ***Developing a target language crossword***

**Author – Caoimhín Ó Dónaill**

### **1. Background**

**Primary Skill:** Writing

**Additional Skills:** Undertaking this activity will also encourage students completing the crosswords to develop their reading comprehension skills. It also encourages students to develop a working knowledge of authorware and experience developing language learning exercises that will be useful for students interested in a teaching career.

**Synopsis:** Students work in groups to develop the clues and solutions to a target language crossword puzzle, based on a range of themes relating to the target language country. Students will then create the crossword using authorware such as *Hot Potatoes*. This allows the final crossword to be published online or viewed across a server, enabling other groups within the class (or even in different year groups) to complete the crossword puzzle. This task can provide students with an opportunity to engage with cultural themes by means of task-based activity. Encouraging students to negotiate and agree on the crossword clues through the target language allows for extension of activities.

### **2. Additional Technical Requirements**

Hardware	Software
Digital file storage space	Electronic dictionaries
	Authorware
	Audio/video playback software

### **3. Preparation of Materials**

#### **Creation of text-based resources**

Source target language support articles on each theme to help students in the preparation of the crossword clues and solutions. This may be complemented by creating glossaries of complex terms on each theme. The tutor should also create a help sheet for using the authorware.



## 4. Description of the Learning Activity

### **Students' Role during the lesson**

Working in groups, students will read a text or number of texts around a chosen theme. Key vocabulary and phrases from the text will be used to construct a crossword. The first stage of this will require students to compose clues to explain the meaning of the word/phrase. These clues will be used in the crossword to be created in the following class. Secondly, each group will construct the crossword using the authorware. After a short period of time, students should have created and saved their crossword. Links to each crossword can be quickly uploaded to a website or Virtual Learning Environment or saved in a central storage area. This will allow other groups to try to complete each other's crossword.

### **Tutor's Role during the lesson**

The tutor divides class into groups and gives each group a theme (based on a choice of themes). Each group is given a target language text or number of texts on this theme. Tutor encourages students to compose crossword clues and solutions. The tutor will then provide a brief demonstration of how to create the crossword using the authorware e.g. Hot Potatoes. Using the classroom management software, the tutor will monitor student progress on developing the crossword, including providing assistance with grammatical and lexical constructions as well as evaluating the appropriateness of the clues.

### **Product or learning artefact developed in this lesson**

Each group will develop crossword clues and solutions on a number of different themes. These resources may be used by students in other years for comprehension practice and may also help students revise vocabulary and grammatical structures for exams or other tests.

## 5. Variation

Student scores can be compiled for a more competitive element. Timing can be introduced as a feature of the crossword and students can be invited to beat the clock/each other. Students could also be asked to compile a glossary of vocabulary of the theme of the crossword. Each student could be asked to extend the glossary for one/all themes.

## ***Embedding computer-based diagnostics exercises in grammar teaching***

**Author – David Barr**

### **1. Background**

**Primary Skill:** Writing

**Additional Skills:** Undertaking this activity will also encourage students to develop their reading comprehension skills as well as their information processing and retrieval skills.

**Synopsis:** Students will study tutor-led explanations of a grammatical concept and then will work on a series of grammar diagnostic exercises at a computer workstation. These exercises will be developed by the tutor using quiz generation software such as *Hot Potatoes*. Results from the diagnostics tests will be used by the tutor to advise on remedial/additional practice as appropriate.

### **2. Additional Technical Requirements**

Software
Quiz creation software
Electronic grammar tutorials (e.g. <i>GramDef</i> )
Audio/video playback software
Electronic dictionaries
Diagnostics exercises uploaded to a virtual learning environment or database.

### **3. Preparation of Materials**

#### **Creation of audio/visual resources**

Build web-based grammar exercises relating to grammar topic covered by tutor, using quiz generating software. Alternatively, commercially-available or free online exercises could be collated according to each grammatical theme,

The tutor will develop a series of diagnostics exercises related to a series of grammatical themes discussed in class, using quiz editing software. Examples of exercises created using such software can be found at:



### **Creation of text-based resources**

Prepare notes on grammatical topics to support tutor-led discussion of grammatical themes. Prepare a file with the URLs of grammar exercises relating to grammar topic covered by tutor, to provide students with additional practice. Prepare electronic handouts of grammar notes to allow for access by students.

## **4. Description of the Learning Activity**

### **Students' Role during the lesson**

In these classes, students will study aspects of target language grammar, based on theoretical explanations given by the tutor. They will then complete a series of diagnostics-based grammar exercises online or using specialised CALL software like *GramEx*.

### **Tutor's Role during the lesson**

In each class, the tutor will provide explanations of one of the grammatical themes before the students complete the diagnostic exercises, either in the early part of the same class or in a previous class. This could take the form of a lecture on a grammatical theme, supported with notes that students could use as a source of reference when completing the diagnostics exercises or for later revision. The tutor would also provide a practical demonstration of how to complete the exercise (e.g whether accents can be omitted, where the activity requires the student to select a pre-determined response or write their own...). Student progress will then be monitored by the classroom management software in a multimedia lab as they complete the related computer-based grammar exercises and addition explanation and guidance provided as required. If the exercises are uploaded to a virtual learning environment or databases, the tutor can monitor student performance after the class by viewing their progress and scores in the exercises through quiz monitoring facilities that are often part of virtual learning environments or quiz repository databases such as *HotPotatoes.net*.

### **Product or learning artefact developed in this lesson**

By uploading the exercises to a virtual learning environment, tutors will have access to banks of student results from grammar exercises including the answers selected by student. This can be useful for the tutor to determine the pace of future classes or the need for remedial practice and can also provide students with revision resources.

## **5. Variation**

The grammar exercises and explanations could be split over separate classes (one class on grammar explanations, another class would then focus on practice using the computer-based exercises). The tutor may also introduce banks of grammar exercises from third-party websites to provide additional practice/reinforcement of grammar point.

## ***Exploiting online video resources for Vocabulary building***

**Author – Niamh Thornton**

### **1. Background**

**Primary Skill:** Speaking

**Additional Skills:** Undertaking this activity will also encourage students to develop their recall and spontaneous language usage (including written skills) and encourage creative thinking in terms of what resources can be useful for online language learning and practice.

#### **Synopsis:**

Working individually the students watch a clip (that will be selected by the tutor) from an online video streaming facility such as *YouTube* or *Google Video*. Students will then show the clip to their peers using classroom management software and provide an oral commentary of what they see, giving as much detail as possible.

### **2. Additional Technical Requirements**

Hardware	Software
Earphones	Electronic dictionaries
	Video download software ( <i>TubeTV</i> )
	Audio/video playback software

### **3. Preparation of Materials**

#### **Creation of audio/visual resources**

To guarantee access to the material it is desirable to download the video in advance of the class rather than streaming the clip during the class across the Internet as there can be difficulties with access and speed, if it is streamed. Examples of video clips include: personal videos of holidays to a variety of locations shot by amateurs; professional promotional videos by a country's tourist board; game simulacra shot using point of view camera exploring a house or outdoor space; a fashion show; artistic productions which challenge the students' creative skills etc.



#### **4. Description of the Learning Activity**

##### **Students' Role during the lesson**

The students are asked to watch and either take notes or describe spontaneously what they see to their peers. The students control the video and can stop and start when they wish and describe what they see in considerable detail.

##### **Tutor's Role during the lesson**

The tutor's role is to facilitate the above, prompting the students and providing assistance in their spontaneous language production. The emphasis is on communication. As this can be used as revision (eg moving through a house space can revise the appropriate vocabulary) or to strengthen knowledge of a given location (e.g. using a travelogue of a trip to Barcelona), the tutor may simply take a supervisory role or more active role depending on the aims. It can also be used purely as a writing task.

##### **Product or learning artefact developed in this lesson**

Development or revision of vocabulary which should enhance the student's knowledge base.

#### **5. Variation**

This task has great potential for variation. A comparative approach can be used. Show a video of a distant and unfamiliar location, and get students to describe it, comparing it to where they live. Another potential way to exploit online video is to get an amateur video of a trip abroad and get the student to imagine that it is a video of what their holiday. In this the students would have to research the area, find out what the sites are and be inventive. The emphasis in this exercise would be on tenses (past) rather than on vocabulary.



## ***Job interview simulation***

**Author – Caoimhín Ó Dónaill**

### **1. Background**

**Primary Skill:** Writing

**Additional Skills:** Undertaking this activity will also encourage students to develop their reading comprehension, information processing and retrieval skills as well as oral communication skills. In addition, the activity equips students with CV-writing and job interview skills.

**Synopsis:** This activity is likely to be undertaken over a series of approximately four classes. Working in groups, students draw up a job specification, newspaper advertisement and application form in the target language for a pre-determined post. Students will use the Web to search for related job advertisements and specifications in order to locate appropriate vocabulary and terminology. In the second class, the advertisements and corresponding application forms are then swapped around to other groups. In that class, each group (or individuals in each group) completes the relevant application form, prepares a CV using a template designed by the tutor, and also a corresponding covering letter to apply for the job. In the third class, job applications are submitted and a different group shortlists and ranks each candidate group based on job criteria and justify reasons for their selection. In the final class, the job interviews will be conducted in the target language. These are recorded using headsets which can be critically analysed according to a range of criteria, such as the effectiveness of the interview panel, merits of responses and effectiveness of original advertisement, application form and criteria.

### **2. Technical Requirements**

<b>Hardware</b>	<b>Software</b>
Digital file storage space	Electronic dictionaries
Printer	Audio/video playback software
	Video/audio recording software
	Virtual Learning Environment
	Screen capture software

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### 3. Preparation of Materials

#### **Creation of audio/visual resources**

Prepare a tutorial on the use the recording software (this could be prepared using screen capture software, such as *Camtasia*, and may include screen shots of the recording software and the recording/file save stages).

#### **Creation of text-based resources**

Generate a list of websites and prepare a template for the creation of a job advertisement, as well as a template for the application form and the CV. In addition, the tutor will prepare a sample rubric for ranking candidates and a list of standard interview questions to which students can refer. Create course area/upload materials on the Virtual Learning Environment or central storage area.

### 4. Description of the Learning Activity

#### **Students' Role during the lesson**


In the first class, students will be divided into groups of two or three and will remain in those groups for the duration of the activity. They will consult list of websites and identify key vocabulary required to advertise a job in their chosen/designated career (duties and responsibilities involved, skills required, contractual arrangements etc). In groups, students agree on the job specification and wording of the advertisement. They prepare a document to advertise the post.

In the next class, the job advertisement and application details will be circulated to another group who will, in turn, compile a CV and cover letter for the respective job. In the third class, each group is concerned with recruiting for the job that they advertised. They will review sample CVs and application forms for that job. They discuss the attributes, strengths and weaknesses of candidates for a particular job specification. Applications are ranked according to job specification and adverts. Students justify reasons for their ranking to other groups or the whole class and outline areas where the candidates could have improved their application form and suggest skills which could be developed or relevant experience which could be gained from the job.

In the final class, each group will take part in interviews for the posts (with members of the group that reviewed the application form acting in the role of the interviewing panel). Interviews will be recorded using voice recording software in the multimedia lab.

#### **Tutor's Role during the lesson**

In the first class, the tutor will divide students into groups and assign each group the responsibility for advertising (and subsequently recruiting for) one pre-determined job. He or she will then direct each group to list of useful websites advertising jobs and provide advice on the style of language needed for developing a job advertisement as well as advising them on job criteria. The job advertisement will be printed off and



circulated to the other groups. In this class, the tutor will assist the students by providing help with vocabulary and grammatical structures as well as advising on the content. In the next class, the tutor will circulate the advertisement to the other groups in the class to allow those groups to apply for the post. In order to help them to apply for the post, the tutor will distribute a template for the CV and cover letter and explain the vocabulary and layout involved. The completed CVs and application forms will be printed off, stored in a central server storage area or on a common area in a Virtual Learning Environment. This will enable the selecting group to have access to the application forms and CVs from the applicant groups. The tutor will provide advice to each group on selection criteria and advise on grammatical and lexical issues. In the final class (the job interview), the tutor will provide each group with advice (in the form of a help sheet) on interview techniques and questions. The tutor will advise on the composition of each interview panel and negotiate with each group regarding the questions to be asked.

In the final class, the tutor demonstrates how to set up recording software and save the final recordings. During interviews, the tutor will provide feedback on oral delivery and grammatical and associated issues. When the recordings are saved, all, sample or exemplary recordings can be uploaded onto the virtual learning environment or central server storage area for revision or peer review purposes.

**Product or learning artefact developed in this lesson**

A bank of sample job advertisements, CVs and application forms will be created for peer review or revision purposes. These may also be used with subsequent groups of students to assist them with identification of key vocabulary and terminology.

**5. Variation**

Each student compiles his or her own CV and application form, rather than working towards a group contribution. The interview may be videoed instead of audio recorded. A radio advertisement may be created instead of a newspaper advertisement.

## ***Peer-explanation of vodcasts of target language grammar sessions***

**Author – Victoria Ríos Castaño**

### **1. Background**

**Primary Skills:** Listening

**Additional Skills:** Undertaking this activity will also encourage students to develop their skills in oral delivery as they are expected to deliver a presentation in response to the tutor's vodcast. In addition, it encourages students to develop their skills in written composition and information processing as they are required to take notes based on the information they elicit from vodcasts. The activity encourages students to develop ICT skills such as creating podcasts.

**Synopsis:** Working in pairs students, view a series of vodcasts recorded using screen-capturing software such as *Camtasia*. These vodcasts have been created by the tutor and deal to explain a series of grammatical concepts relating to the target language. The vodcasts allow the students to stop and repeat any section as necessary. Students take notes and then exchange the information by explaining the information they have gathered from the vodcast grammar session to their peers. After having explained the content to each other, they complete a number of grammar exercises that are highlighted during the vodcasts. The tutor reinforces material learned by asking questions connected with the grammar sessions and provides them with further exercises to work at home.

### **2. Additional Technical Requirements**

<b>Hardware</b>	<b>Software</b>
Digital file storage space	Screen capture/vodcasting software
Earphones	Audio/video playback software

### **3. Preparation of Materials**

#### **Creation of audio/visual resources**

Digitised vodcasts of target language grammar sessions with a varying duration of up to 10 minutes.

#### **Creation of text-based resources**

Printed copy of PowerPoint presentation of grammar session and related exercises to support and reinforce the learning activity.

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## 4. Description of the Learning Activity

### **Students' Role during the lesson**

Students are divided into pairs and view a series of vodcasts (that are saved on a central digitised storage area), discussing grammatical issues relating to the target language. These are delivered by the tutor, using a PowerPoint presentation and recorded using screen capture software such as *Camtasia*. For absolute beginners, explanations are in English, for intermediate and advanced learners, the explanations may be given in the target language. Students are expected to take notes of the explanations they view and hear, a task for which they are allocated a period of time that depends on the complexity of the grammar session. Using the notes that they take, the students are expected to reproduce the assigned grammar session to the class mate with whom they are working as if they were the tutor.

### **Tutor's Role during the lesson**

The tutor chooses the vodcasts according to students' level and module progression and distributes supporting notes, such as copy of the presentation given by the tutor in the vodcast. While the students view their assigned vodcast, take notes, and explain material to their peers, the tutor monitors the students' use of the vodcast (using the classroom management software) and provides assistance with lexical and grammatical issues. At the end of the activity the tutor facilitates a discussion of the learned material and distributes exercises to be prepared in class and at home so as to reinforce the learning experience.

### **Product or learning artefact developed in this lesson**

A bank of vodcasts in target languages grammar is already under construction. Tutors are encouraged to make a record of encountered difficulties for the improvement of the activity.

## 5. Variation

Students' explanations of the grammar sessions can be recorded, either using video or audio recording software. This bank of material can be used in future classes for comparison, peer correction and revision purposes.

## ***Preparing a web-based podcast of a travel itinerary***

**Author – Karin Duffner**

### **1. Background**

**Primary Skill:** Reading

**Additional Skills:** Undertaking this activity will also encourage students to develop their ability to synthesize the key points from online material, to glean relevant and specific information from target language websites, and to use appropriate vocabulary in compiling information for the class. Students undertaking a period of study abroad will also obtain important information about the target language country.

**Synopsis:** This activity would normally take place over two classes. In the first class, students prepare an itinerary for travelling to a foreign country (possibly as part of their study abroad if required), by searching websites for flight information and accommodation for the first few nights and then compiling the material in a web page or word-processed document. If students are undertaking study abroad, the itinerary could also include information of university courses in the target language country. In the second class, students would then present an oral presentation (that could be recorded using digital sound recording software and a microphone and/or screen capture software for the creation of a podcast of the presentation) on the general findings of their chosen destination e.g. costs involved, proximity of available accommodation, etc. The recordings and podcasts of the presentations could either be uploaded to a central storage area or virtual learning environment. This could be used, where appropriate, to help to prepare students for undertaking a period of study or work placement abroad, allowing them the opportunity to gather background information for their travel planning while facilitating purposeful engagement in online material in the target language.

### **2. Technical Requirements**

<b>Hardware</b>	<b>Software</b>
Digital file storage space	Electronic dictionaries
Earphones	Word processing software
Microphone	HTML-editing software
	Audio recording software
	Screen capture software

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### 3. Preparation of Materials

#### **Creation of text-based resources**

Prepare webpage template with headings to direct online searches (e.g. Flights, Accommodation, Location, University) and set up an appropriate course area on the virtual learning environment or central storage area. Create a help sheet to advise students on how to prepare the itinerary, including sample websites and a sample itinerary. A help sheet may also be created as appropriate for the voice recording/screen capture software.

### 4. Description of the Learning Activity

#### **Students' Role during the lesson**

In the first class, students (working individually or in groups according to chosen destinations) will conduct Internet searches to gain information on the location under a series of headings including, for example, transport to and from the location, accommodation and costs, and practical information about the location. They will then use a web editor (such as *Dreamweaver*) or a word processing program to create a dossier of information under those headings, including pictures, maps, timetables and other information as appropriate.

In a subsequent class, the students will then present this information to their peers in a short oral presentation (recording the presentation either using digital sound recording or screen capture software such as *Camtasia* to create podcasts). The students would then save these podcasts, along with the webpage itinerary, in an appropriate location such as a dedicated area on a virtual learning environment, for others to view.

#### **Tutor's Role during the lesson**

In the first class, the tutor will divide students into groups and distribute a worksheet explaining the categories of information that students are to retrieve from the Web, as well as sample websites. In addition, the tutor will provide a brief demonstration of basic webpage creation using a suitable HTML editor (such as *Dreamweaver*) and provide the students with the opportunity to familiarise themselves with tasks such as inserting pictures and weblinks. As each group prepares the itinerary, the tutor monitors their progress via the classroom management software. This allows the tutor to advise on linguistic issues and help the students to structure their research materials.

In the second class, the tutor will give a demonstration of how to operate the audio recording software (and/or screen-capturing software) that students will use to record their presentation, allowing time for students to practice using the technology. The tutor will create a suitable central repository for collating the podcast presentations and webpages, such as a dedicated area on the University's virtual learning environment or on a folder on central storage area.





### **Product or learning artefact developed in this lesson**

Each student has a saved copy of useful information from their web-searches to help them plan their travel. The tutor can collate copies. A digital repository of information of locations could be developed over time, composed of presentations and other information identified by students. This could be used by other students to gain more information on locations in the target language country that may help them in subsequent academic activities or to inform them about choices of location during their period of study abroad.

### **5. Variation**

Each group of students may be assigned one particular area to investigate, e.g. flights, after which the entire class would deliver a joint presentation.

Students can assess their own recording according to a set of criteria either designed by the tutor, mutually agreed in class, or of their own choosing.

## ***Using target language video clips to improve listening comprehension skills and develop fluency***

**Author – Karin Duffner**

### **1. Background**

**Primary Skill:** Listening

**Additional Skills:** Undertaking this activity will also encourage students to develop their information processing and manipulation skills in the target language as well as extending their knowledge of lexis and grammatical structures.

**Synopsis:** In this activity, the students will view a digitised video clip in the target language at a computer workstation. Students will then summarise the clip in the target language using a pre-arranged template on a word processing package. The template could include headings such as “main characters, key ideas, context and vocabulary”. The templates would then be circulated electronically to other students in the class and they would annotate and add ideas/vocabulary as appropriate under direction from the tutor.

### **2. Technical Requirements**

Hardware	Software
Digital file storage space	Electronic dictionaries
Earphones	Word processing software
	Audio/video playback software

### **3. Preparation of Materials**

#### **Creation of audio/visual resources**

Source and digitise appropriate video file (one per student). Target-language news items would be particularly suitable as they are short self-obtained clips and a standard news broadcast would normally contain a variety of news items, allowing for one news item to be given to each student.



### **Creation of text-based resources**

Prepare template list of questions in the target language. This would typically be prepared using a word processing document and students would add information under each heading.

## **4. Description of the Learning Activity**

### **Students' Role during the lesson**

Students will view their clip using the video playback software and complete the summary of the clip using the template discussed above. Students will then save the file in a central file storage area, where other students can view and made amendments and additions (such as vocabulary not identified by the first student) as appropriate.

### **Tutor's Role during the lesson**

The tutor will direct students to access video clips and summary template and monitor progress with the summary using the classroom management system. Once students have completed their summaries, the tutor will oversee the process of saving those to a suitable location and direct the process of peer review by others. Throughout the activity, the tutor will provide help with vocabulary and understanding grammatical structures as well as assisting the students in understanding the content.

### **Product or learning artefact developed in this lesson**

Each student will have an electronic copy of the summary: this may be used for revision of particular themes or vocabulary. The tutor can collate banks of these summaries for subsequent peer review with other groups of students.

## **5. Variation**

This activity may be completed by groups of students and peer-reviewed by another group. In addition, an oral summary (recorded using appropriate digital recording software, such as *Audacity*) may be provided by each student or group in place of a text-based document.

## ***Using wikis to facilitate translation practice***

**Author – David Barr**

### **1. Background**

**Primary Skill:** Writing

**Additional Skills:** Undertaking this activity will also encourage students to develop their grammatical/syntactic awareness written comprehension and translation skills.

**Synopsis:** Each student, either working individually or in pairs at a computer workstation, completes a translation posted on a web-based wiki. Annotations are made using the "Comment" feature of the wiki. This allows other members of the class to view the additions/amendments in real time. Several groups may be assigned different parts of the translation and their collective efforts are instantly published online for others to view. When all the translations have been posted onto the wiki, this can allow for a class discussion on the translation, including appropriateness of vocabulary or conveyance of meaning.

### **2. Technical Requirements**

<b>Software</b>
Electronic dictionaries
Word processing software
Wiki software

### **3. Preparation of Materials**

#### **Creation of text-based resources**

Create a suitable area on a wiki: this will involve setting permissions for student access, restricting access to certain pages or to certain groups of students. This will allow students, for example, to access model translations only after they have completed their version. Equally it will allow the tutor to assign sections of translation to certain groups of students and prevent other groups from editing them. Source a translation text (either into or from the target language) to make available on the wiki. The source text should then be added to an appropriate area of the wiki, along with a model translation answer (which students will only be able to view upon completion of the translation).

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## 4. Description of the Learning Activity

### **Students' Role during the lesson**

Working either individually or in pairs, the students read the translation text on the appropriate area of the wiki. They will then prepare a translation of either the whole text or a nominated section (to be determined by the tutor), using electronic dictionaries or other sources of reference as appropriate. Ideally, they should type this on a word processing package to allow for ease of editing and text manipulation. Once the student (or group of students) has completed the translation draft, he or she will add it to the wiki using the comment facility. Once all translations have been added, the overall translation can be discussed, in particular in relation to appropriate vocabulary and comprehension of meaning. The model answer prepared by the tutor can be made available to the students on the wiki at this stage to facilitate the discussion and for future reference.

### **Tutor's Role during the lesson**

As students complete the translation, the tutor can monitor their progress (using the classroom management software), providing assistance with complex vocabulary/sentence structure. When the translation is completed, the tutor can facilitate a class discussion on the effectiveness of the translations and release the model translation to the students on the wiki.

### **Product or learning artefact developed in this lesson**

Each student can view their translation and those of rest of class in a resource bank on wiki. The tutor may use these translations to inform/develop future translation activities or store examples of good/poor translations.

## 5. Variation

The translations completed by each student or group could be anonymised and given to other students or groups for peer correction or evaluation.

## ***Task-based language learning: language surveys***

**Author – Caoimhín Ó Dónaill**

### **1. Background**

**Primary Skill:** Speaking

**Additional Skills:** Undertaking this activity will also encourage students to develop their grammatical/syntactic awareness and written comprehension skills. It also provides the opportunity for students to learn how to use survey tools that they may use again in research-based modules or in future employment.

**Synopsis:** The activity may be used over a series of classes. In the first class, students draft a list of possible survey topics, often related to issues in the target-language country, such as legislative reforms or social issues. One theme is chosen per group and a questionnaire is designed: the process will involve discussing the types of questions to use and the type of information to be elicited – the discussions will take place in the target language. In a second class, students create an electronic version of their questionnaire, using an online survey tool such as *Free Online Surveys* or other quiz generation software tool. Once created, each group shall invite the other groups in the class to complete their online questionnaire. When the surveys have been completed by the respondents, each group will analyse the results from the survey and create a 5-minute presentation in the target language to present these findings. These presentations will be delivered in a third class and recorded as a podcast using either digital sound recording software or screen capture software. The recordings and podcasts of the presentations could either be uploaded to a central storage area or virtual learning environment.

### **2. Technical Requirements**

<b>Hardware</b>	<b>Software</b>
Digital file storage space	Electronic dictionaries
Earphones	Word processing software
Microphone	Survey creation tool
	Audio recording software
	Screen capture software

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### 3. Preparation of Materials

#### Creation of text-based resources

Prepare a sample survey template. A help sheet may also be created as appropriate for the voice recording/screen capture software.

### 4. Description of the Learning Activity

#### Students' Role during the lesson

In the first class, students draft a list of possible survey topics. Students divide into pairs or small groups. Each group chooses one theme and discusses possible angles for investigation. Questions are composed in the target language, preferably including a variety of question types (such as open-ended or multiple-choice). A short questionnaire of 5-6 questions would be sufficient. It would be useful to generate these questions in a word processed document for ease of information retrieval and manipulation.


In the next class, students construct their previously-designed questionnaires, ideally with each group creating one questionnaire. The survey will be created using an online survey tool or other quiz-making software. Depending on the software used, the questionnaire will be generated on a web page automatically and a weblink is created that can be sent to respondents. When students respond to the questions, their results are saved on a web-based database for analysis purposes. Each group will distribute the weblink for their survey to other groups for completion. Once each group has responded to each other's questionnaire, every group will interrogate the results of their questionnaire and incorporate a summary of their findings into a presentation in the target language. In the next class, students will deliver an oral presentation (that could be recorded using digital sound recording software and a microphone and/or screen capture software for the creation of a podcast of the presentation) on general findings of their questionnaire.

#### Tutor's Role during the lesson

In the first class, the tutor will outline a range of topics relating to the target-language country that could be used as the basis for a questionnaire. The class will then be divided into small groups to work on questionnaire design using a sample survey template designed by the tutor. Using the classroom management software, the tutor monitors the progress of each group and provides assistance with vocabulary and questionnaire design.

In the second class, the tutor provides a brief demonstration on how to use the survey tool and explains how to save and make questionnaires available. The tutor will ensure that the weblink for each group's survey is distributed to the other groups and provide assistance as necessary to students having difficulty understanding questions or experiencing grammatical and lexical problems in answering the questions in the target





language. When all the questionnaires have been completed, the tutor can assist each group on data analysis and interpretation of the results from their survey.

In the final class, the tutor will give a demonstration of how to operate the audio recording software (and/or screen-capturing software) that students will use to record their presentation, allowing time for students to practice using the technology. The tutor will create a suitable central repository for collating the podcast presentations and webpages, such as a dedicated area on the virtual learning environment or on a folder on central storage area.

#### **Product or learning artefact developed in this lesson**

A bank of information of questionnaires covering a variety of topics would be developed over time, composed of presentations and other information identified by students. This could be used by other students in future classes as well as for vocabulary revision purposes.

### **5. Variation**

The tutor can provide a list of possible themes which he/she wishes to cover during the year. These themes could be based around end of year exams, literature components of the course, possible exam topics, topical issues or current affairs. Similarly, students could work individually on the production of a questionnaire.



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